



ELG & National Curriculum Subject Content	Early Learning Goal Expressive Arts and Design: Being Imaginative Children at the expected level of development will: Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	National Curriculum					
		Pupils should be taught to:					
		<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the interrelated dimensions of music 					
	Year R	Year R Autumn 1 Rosie's Walk	Year R Autumn 2 Rainbow Fish	Year R Spring 1 Dragon Dance	Year R Spring 2 Incy Wincey Spider	Year R Summer 1 The Weather	Year R Summer 2 On The Beach
Musical Dimension		Duration - Explore and respond to long and short sounds and recognise the steady beat in music heard and performed Know that sounds can be long or short - Duration Timbre - Explore, use and respond to a	Timbre: Explore, use and respond to a range of sounds and sound makers including vocal sounds Know that sounds can be made in different ways – Timbre	Duration: Explore and respond to long and short sounds and recognise the steady beat in music heard and performed Know that sounds can be long or short - Duration	Pitch: Explore and respond to high and low sounds Know that there are high sounds and low sounds. Identify high and low sounds	Dynamics: Explore, respond to and recognise loud, quiet and silence Know that music can be loud and quiet. Know that music can have	Structure: Distinguish between same and different Know that music can have some parts the same and some parts different (e.g. a verse and chorus)

		range of sounds and sound makers including vocal sounds Know that sounds can be made in different ways – Timbre				silence. (Dynamics) Tempo: Explore, respond to and recognise fast and slow Know that music can be fast and slow	Timbre: Explore, use and respond to a range of sounds and sound makers including vocal sounds Know that musical sounds can be made in different ways
Singing			Explore and use vocal sounds, talking and singing voice Chant and sing familiar rhymes and songs from memory	Sing songs from memory	Explore and use vocal sounds, talking and singing voice Chants and sing familiar rhymes and songs from memory		
Playing		Explore and use a range of sounds (body, sound makers, percussion) Know your body can be an instrument	Explore and use a range of sounds (body, sound makers, percussion)	Explore and use a range of sounds (body, sound makers, percussion) Begin to develop control and accuracy	Explore and use a range of sounds (body, sound makers, percussion) Begin to develop control and accuracy	Explore and use a range of sounds (body, sound makers, percussion) Begin to develop control and accuracy	Explore and use a range of sounds (body, sound makers, percussion) Begin to develop control and accuracy
Rehearsing and Performing		Sing and play individually and in a group, starting and stopping together	Sing and play individually and in a group, starting and stopping together	Sing and play individually and in a group, starting and stopping together Follow simple directions	Sing and play individually and in a group, starting and stopping together Follow simple directions	Sing and play individually and in a group, starting and stopping together Follow simple directions	Sing and play individually and in a group, starting and stopping together Follow simple directions

			Know the hand signs for start and stop		Know that you follow a leader when playing music (conductor)		
Notating		Respond to and recognise musical ideas represented and communicated through 3D objects, pictures cues, signs and symbols	Respond to and recognise musical ideas represented and communicated through 3D objects, pictures cues, signs and symbols	Respond to and recognise musical ideas represented and communicated through 3D objects, pictures cues, signs and symbols	Respond to and recognise musical ideas represented and communicated through 3D objects, pictures cues, signs and symbols	Respond to and recognise musical ideas represented and communicated through 3D objects, pictures cues, signs and symbols	Respond to and recognise musical ideas represented and communicated through 3D objects, pictures cues, signs and symbols
Listening and Responding		Explore, enjoy and respond to sounds from different sources and musical mood	Explore, enjoy and respond to sounds from different sources and musical moods	Explore, enjoy and respond to sounds from different sources and musical moods	Explore and use a range of sounds (body, sound makers, percussion) Begin to develop control and accuracy	Explore, enjoy and respond to sounds from different sources and musical moods	Explore, enjoy and respond to sounds from different sources and musical moods
Describing and Discussing		Talk about how music makes you feel Begin to use words relating to the musical dimensions (e.g. short, long, fast, slow)	Talk about how music makes you feel Begin to use words relating to the musical dimensions (e.g. short, long, fast, slow)	Talk about how music makes you feel Begin to use words relating to the musical dimensions (e.g. short, long, fast, slow)	Talk about how music makes you feel Begin to use words relating to the musical dimensions (e.g. short, long, fast, slow)	Talk about how music makes you feel Begin to use words relating to the musical dimensions (e.g. short, long, fast, slow)	Talk about how music makes you feel Begin to use words relating to the musical dimensions (e.g. short, long, fast, slow)
Key Vocabulary		Instrument names, tap shake scrape, loud	Ways of playing instruments:	Instrument names, steady beat, short, long	Low, high, conductor	Loud, quiet, silence, dynamics Fast, slow, tempo Instrument	Same, different, instrument names

		quiet, fast slow, long short, steady beat	tapping, shaking, scraping Know there are different ways of playing an instrument and name some of those ways	Instrumental playing techniques – tap, shake, scrape		names, instrument playing techniques: shake, tap, scrape	
Key Musical Pieces		Hens and Roosters, The Swan - Carnival of the Animals, Saint-Saens		Chinese Lantern Song	Spider Webs, Brandon Fletcher Incy Wincey Spider nursery rhyme	Little April Showers, Disney	I do like to be beside the Seaside, traditional song

Year 1

		Year 1 Autumn 1 The Three Bears	Year 1 Autumn 2 Walking The Dog	Year 1 Spring 1 As Cold As Ice	Year 1 Spring 2 Can I Be Helpful Too?	Year 1 Summer 1 The Old Castle	Year 1 Summer 2 Toys
Musical Dimension		Pitch: Explore and respond to high, middle and low sounds Know that there are high sounds and low sounds and middle sounds in between	Duration: Explore , respond to and recognise patterns of long and short sounds and to steady beats in music Duration Know long sounds and short sounds can be used in patterns in music Structure: Explore , respond to and	Duration: Explore , respond to and recognise patterns of long and short sounds and to steady beats in music Know that music can have a steady beat Structure: Explore , respond to and recognise simple structures including openings and endings (AB), beginning-middle-end, echoes and responses and the use of introduction and repetition	Duration: Explore , respond to and recognise patterns of long and short sounds and to steady beats in music Recognise long and short sounds in music Texture: Explore, respond to and recognise solo sounds and layers of sounds Know that instruments might play on their own	Timbre: Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they could be used Know the names of families of school instruments	Dynamics: Explore, use, respond to, recognise and identify loud, moderate, quiet and silence Know that music has different levels of sound: loud, moderate, quiet, silence Tempo: Explore, use, respond to, recognise and identify fast, moderate and slow

Rehearsing and Performing		Sing and play in time and follow a range of simple directions including how to improve	Sing and play in time and follow a range of simple directions including how to improve	Sing and play in time and follow a range of simple directions including how to improve Know that you can make music better by practising	Sing and play in time and follow a range of simple directions including how to improve	Sing and play in time and follow a range of simple directions including how to improve	Sing and play in time and follow a range of simple directions including how to improve
Notating		Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions	Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions	Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions	Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions	Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions	Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions
Listening and Responding		Explore, respond to, recognise and identify sounds from different sources and musical moods, changes and contrasts	Explore, respond to, recognise and identify sounds from different sources and musical moods, changes and contrasts	Explore, respond to, recognise and identify sounds from different sources and musical moods, changes and contrasts	Explore, respond to, recognise and identify musical features (steady beat, rhythm pattern), solo sounds and layers of sounds	Explore, respond to, recognise and identify sounds from different sources and musical moods, changes and contrasts	Explore, respond to, recognise and identify sounds from different sources and musical moods, changes and contrasts
Describing and Discussing		Talk about sounds and music and how they make you feel Use key words relating to the musical dimensions (e.g. duration, short, long, steady beat, structure, beginning)	Talk about sounds and music and how they make you feel Use key words relating to the musical dimensions (e.g. duration, short, long, steady beat, structure, beginning)	Talk about sounds and music and how they make you feel Use key words relating to the musical dimensions (e.g. duration, short, long, steady beat, structure, beginning)	Think and talk about the difference between a steady beat and a rhythm pattern Use key words relating to duration and texture	Talk about sounds and music and how they make you feel Use key words relating to the musical dimensions (e.g. duration, short, long, steady beat, structure, beginning)	Talk about sounds and music and how they make you feel Use key words relating to the musical dimensions (e.g. duration, short, long, steady beat, structure, beginning)
Key Vocabulary		Pitch, high, middle, low	steady beat, opening, ending, beginning, middle and end, echo, (repeat) and response	Duration, long, short, structure, opening, ending, AB structure, echoes, response	Duration, steady beat, rhythm pattern, verse, chorus Texture, solo, layers	Fast(er), quiet(er), silence, start, stop, instrument names, playing techniques (tapped, shaken, scraped)	dynamics, loud, quiet, silence, tempi, fast, slow

Key Musical Pieces		Kangaroos, Persons with Long Ears, The Cuckoo Elephants, The Swan, - Carnival of the Animals, Saint-Saens Teddy Bears Picnic from 'There's a hippo in My Tub, by Anne Murray	Promenade - Walking the Dog, George Gershwin dynamics, loud, quiet, silence, tempi, fast, slow	Icy Box, Nakira 1 st movement Allegro non molto of Winter from The Four Seasons, Vivaldi	This is Berk, How to Train Your Dragon soundtrack Jessica's Welcome, Whapweasel Easy Disco, Weapons of Sounds Death and Glory March, Brassed Off soundtrack	The Old Castle, Pictures at an Exhibition, Mussorgsky	Fairy Doll, Dolly 1, Prokofiev Robot – Only Time Will Tell, Mike Oldfield Little Train of the Caipira, Villa-Lobos Horse, William Tell Overture, Rossini
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Year 2

		Year 2 Autumn 1 Dragons	Year 2 Autumn 2 Christmas is Coming	Year 2 Spring 1 Man on the Moon	Year 2 Spring 2 Jolly Rogers	Year 2 Summer 1 Wispy Willow	Year 2 Summer 2 Minibeasts on the Move
Musical Dimension		<p>Dynamics: Respond to, recognise and identify getting louder and quieter</p> <p>Know music might get louder and quieter when it is played</p> <p>Tempo: Respond to, recognise and identify getting faster and slower</p> <p>Know music might get faster and slower in different places</p>	<p>Pitch: Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes</p> <p>Know higher and lower notes when played in music. Know that some notes move in steps or leaps</p>	<p>Timbre: Identify and choose the way sounds are made and can be used Identify the way sounds are made (vocalised, shaken, struck, scraped, plucked, strummed, blown or produced electronically)</p> <p>Know and say how sounds are made in a piece of music e.g. shaken, plucked, blown</p> <p>Texture: Recognise and respond to different layers of sounds used in music</p>	<p>Structure: Respond to, recognise and identify a range of repetition and contrast structures, in particular verse and chorus</p> <p>Know music can be structured by verse and chorus parts</p> <p>Timbre: Identify and choose the way sounds are made and can be used</p> <p>Know and say how sounds are made in a piece of</p>	<p>Pitch: Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes</p> <p>Know higher and lower notes when played in music. Know that some notes move in steps or leaps</p>	<p>Duration: Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together</p> <p>Know the difference between a steady beat and a rhythm pattern</p>

			<p>Duration: Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together</p> <p>Know the difference between a steady beat and a rhythm pattern</p>		music e.g. shaken, plucked, blown		
Singing		Explore and use vocal sounds, chant and sing a wider variety of rhymes and songs with an awareness of character and/or mood Use simple vocal patterns as accompaniments			Explore and use vocal sounds, chant and sing a wider variety of rhymes and songs with an awareness of character and/or mood Use simple vocal patterns as accompaniments		
Playing		Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments Begin to play with musical intent	Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments Begin to play with musical intent	Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments Begin to play with musical intent	Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments Begin to play with musical intent	Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments Begin to play with musical intent	Demonstrate accuracy and control of correct technique on a range of untuned percussion instruments Begin to play with musical intent
Rehearsing and Performing		Sing and play in time and follow a wider range of simple directions Develop an awareness of why and how to improve	Sing and play in time and follow a wider range of simple directions Develop an awareness of why and how to improve	Build in practise, rehearsal and improvement opportunities in whole class and small groups	Sing and play in time and follow a wider range of simple directions Develop an awareness of why and how to improve	Sing and play in time and follow a wider range of simple directions Develop an awareness of why and how to improve	Sing and play in time and follow a wider range of simple directions Develop an awareness of why and how to improve
Notating		Respond to, identify and use symbols and other graphic notation, illustrating the musical dimensions	Respond to, identify and use symbols and other graphic notation, illustrating the musical dimensions (including	Use graphic notation – in particular to highlight use of texture	Respond to, identify and use symbols and other graphic notation, illustrating the musical dimensions	Respond to, identify and use symbols and other graphic notation, illustrating the musical dimensions (including	Respond to, identify and use symbols and other graphic notation, illustrating the musical dimensions (including

			representations of rhythm and pitch)			representations of pitch)	representations of rhythm)
Listening and Responding		Respond to, identify and distinguish between sounds and music in different contexts Begin to consider how music illustrates the composers ideas	Respond to, identify and distinguish between sounds and music in different contexts Begin to consider how music illustrates the composers ideas	Respond to, identify and distinguish between sounds and music in different contexts Begin to consider how music illustrates the composers ideas	Respond to, identify and distinguish between sounds and music in different contexts Begin to consider how music illustrates the composers ideas	Respond to, identify and distinguish between sounds and music in different contexts Begin to consider how music illustrates the composers ideas	Respond to, identify and distinguish between sounds and music in different contexts Begin to consider how music illustrates the composers ideas
Describing and Discussing		Think and talk about what you hear: begin to explore the ideas behind the music and how they make you feel Use key words relating to the musical dimensions	Think and talk about what you hear: begin to explore the ideas behind the music and how they make you feel Use key words relating to the musical dimensions	Think and talk about what you hear: begin to explore the ideas behind the music and how they make you feel Use key words relating to the musical dimensions	Respond to, identify and distinguish between sounds and music in different contexts Begin to consider how music illustrates the composers ideas	Respond to, identify and distinguish between sounds and music in different contexts Begin to consider how music illustrates the composers ideas	Respond to, identify and distinguish between sounds and music in different contexts Begin to consider how music illustrates the composers ideas
Key Vocabulary		Dynamics, loud (forte), quiet (piano), louder, quieter, silence Tempo, fast, slow, faster, slower	Pitch - higher, lower, melodic shape, steps, leaps, repeated notes Duration - long, short, steady beat, rhythm pattern	timbre, vocal, shaken, struck, plucked, strummed, blown, electronic texture, layers	Verse and chorus, structure, timbre	Pitch, high, low, higher, lower, steps, leaps, repeats	duration, steady beat, rhythm pattern
Key Musical Pieces		Romantic Flight, Dragon Battle, The Cove from How ty train Your Dragon soundtrack	Sleigh ride, Leroy Anderson Jingle Bells, James Lord Pierpoint	Mare Tranquillitas, Vangelis	Portside Pirates Storm Interlude, Peter grimes, Benjamin Britten	People with Long ears, The carnival of the Animals, Saint-Saens	